Portfolio Assessment Rubric for Course Challenges to Obtain Prior Learning Credit (PLC) at SUNY Buffalo State towards the MPA and the Graduate Certificate in Public Management

| Category | Zero | One | Two | Three | Four | Score |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Outcomes Identified and Addressed** | Narrative and supporting document do not demonstrate a mastery of the course outcomes. Portfolio addresses less than 50% of the course outcomes. | Narrative and supporting document do not demonstrate a mastery of the course outcomes. Portfolio addresses fewer than 60% of the course outcomes. | Narrative and supporting document support the satisfactory mastery of at least 60% of the course outcomes. | Narrative and supporting document support the satisfactory mastery of at least 75% of the course outcomes. | Narrative and supporting documentation demonstrate mastery of all course outcomes. |  |
| **Learning from Experience** | Student does not understand and cannot articulate how work and life experience meet college-level learning. | Student conflates experience of technical practice with mastery. Student argues, for example, that length of time in a position is equivalent to college-level learning. | Student demonstrates understanding of how experience and learning are linked, but provides few, if any, concrete examples of where this happened in their experience. | Student describes learning separately from experiences that led to learning but gives limited concrete examples. | Student is able to distinguish between their experiences and the learning that comes from these experiences. Examples of this distinction appear throughout the portfolio. |  |
| **Understanding of Theory and Practice** | Student does not reference any outside theories or practice, does not provide fact-based experience and only provides general references to concepts. | Student relies on facts and experience but does not relate learning to broader concepts or theories. | Student acknowledges a difference between theory and application, but provides few, if any concrete examples. | Student demonstrates a balance between application and theory as appropriate to the course, but provides limited concrete examples. | Student is able to cite broader theoretical or conceptual links that are related to the learning. |  |
| **Reflection** | Student does not provide any reflection on their own experiences and learning; simply lists experiences. | Student has not demonstrated the ability to apply theory to their own experience. | Student includes language appropriate to reflective thinking, but provide few, if any, examples. | Student understands the potential for applying theory to their own experience, and provides limited concrete examples. | Student demonstrates an ability to apply theory to their own experience, using concrete examples. |  |
| **Learning Application** | Student has not clearly articulated how learning has been impacted through work and life experience. | Student has not demonstrated that the learning is transferable to other contexts. Student has not conceptualized that learning extends beyond the original experience. | Student understands that the learning is transferable to other contexts, but makes not attempt to do so. | Student understands that the learning is transferable to other contexts, but clearly states that they have not yet had an opportunity to do so, or have not otherwise been able to apply the learning to other environments. | Student demonstrates an ability to apply theory to their own experience, using concrete examples. |  |
| **Communication** | Communication is at or below a remedial level. Narrative is disorganized, inarticulate, and has many errors in grammar, spelling, and syntax. | Communication is not at a graduate level. Narrative is unclear and has many errors in grammar, spelling, and syntax. | Communication is satisfactory. Narrative flow may be unclear or may jump around. Communication features few or weak transitions. Communication contains grammar, spelling, and syntax errors and sometimes is not relevant to the course challenge. | Communication is focused and well organized. Communication is relatively free of spelling, grammar, and syntax errors. Communication is relevant to the learning outcomes being addresses. | Communication, either through the written word or orally (through interview with the graduate public administration program’s PLC representative), is at a high level, including strong theses statements, arguments that follow a logical order, and minimal to no syntax errors. Communication stays tightly focused on the topic being addresses. |  |
| **Supporting Documentation** | Student does not provide any supporting documentation for reference. | The student has demonstrated an understanding of the connection between the pieces of evidence submitted and the learning acquired. However, supporting documentation is inserted in portfolio without referencing it elsewhere and seems to be independent of other components of the complete portfolio. | The student has demonstrated an understanding of why individual pieces of documentation have been included in this portfolio submission and how each piece relates to the broader petition and narrative. Documentation provided is not always relevant to demonstrating the mastery of course outcomes. | Evidence provided to support the credit request is relevant to the course challenge and appropriate for a credit recommendation of graduate-level learning. Some superfluous documentation is included in the credit request. | Student has demonstrated an understanding of why individual pieces of documentation have been included in this portfolio submission and how each piece relates to the broader course challenge and narrative. Documentation is appropriate for supporting mastery of the course outcomes. |  |

Rubric adapted from CAEL for use in the SUNY Buffalo State University PLC determinations for course challenges (MPA, Graduate Certificate in Public Management).

SUNY Buffalo State permits course challenges of up to six (6) graduate credit hours. See “[Alternative Methods of Earning College Credit](https://ecatalog.buffalostate.edu/undergraduate/academic-policies/alternative-methods-earning-college-credit/).”